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ABSTRACT

Active between 1993 and 1996, the Promoting Academic Student Success (PASS) Program was aimed at reducing the high percentage of failure experienced by academic probation students at Corning Community College (New York). These students typically came from non supportive environments, possessed academic deficiencies, and suffered from feelings of alienation and hopelessness. Based on management by objectives (MBO) methodology, the PASS program was devised to "save" students from academic oblivion and improve retention rates, thereby increasing revenue for the school. Students were assigned to groups of about fifteen, supervised by two leaders. Group meetings occurred at least once every two weeks. Constant contact with PASS staff, individual attention, and a sense of group commitment were emphasized. Students achieved self-command and a sense of personal control through training in time and money management, creative problem solving, study skills, and goal setting in a friendly, relaxed environment. Though the PASS program is now defunct, 32.4% of the participants are pending graduation compared to the national average graduation rate for probationary students of 13%. Barriers to the program's success included lack of both faculty and financial support. (YKH)

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ED 413 945

# PASS: Promoting Academic Student Success

## Final Report:
## Fund for the Improvement of Postsecondary Education Grant

**Kenneth Miller**
**Bruce Sonner**

**Fund for the Improvement of Postsecondary Education**

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Grantee Organization

Corning Community College
1 Academic Drive
Corning, NY 14830

Grant #

P116A31686

Project Dates

Start Date: September 1, 1993
End Date: August 31, 1996
Number of Months: 36

Project Directors

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FIPSE Program Officer

David Johnson

Grant Award

Year 1: $73,010
Year 2: 100,350
Year 3: 83,050

TOTAL: $256,410

The PASS program (Promoting Academic Student Success) departed from the traditional practice of reducing the number of credits for which an academically probationed student could register. The program was based on the Management By Objective (MBO) methodology.

Working regularly in groups with MBO Leaders, students were involved in such projects as creative problem solving, time management techniques, study skills workshops, goal setting, action planning, etc. Our objective was to reduce the prevailing failure rate for probation students. Of the first prevention group, 32.4% (11 of 34) are pending graduation. The national average graduation rate for academic probation students is 13%.

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PASS: Promoting Academic Student Success

Executive Summary

PASS: Promoting Academic Student Success
Corning Community College/Corning,NY 14830
Project Director: Bruce Sonner
(607) 962-9308

**Project Overview**

The original director of the PASS program, Professor Kenneth Miller, had been involved with remedial programming as English Department Chair and as Director of an Appalachian Regional Grant to provide basic skill resources for in-need students. Research indicated that students who were put on academic probation had a slim chance of continuing on to graduate. Professor Miller and his wife Anne, on the administrative staff, started a trial run of ten academic probation students in the spring semester 1993, and that experience convinced them that a new approach was needed if Corning Community College was to best serve the needs of its clientele. Almost 50% of the entering freshmen at CCC (statistics indicated) dropped out before their third semester; 80% of our students are first generation college students; 60% do not maintain a high school average of 80, which classifies them as at-risk academically; many cannot acclimate to the rigors of college academics. A program was needed to put students in control of their futures. Policies that had been theretofore exclusionary rather than inclusive needed to be tested.

Over the course of the three-year grant, three cohorts (intervention groups) of students were invited to participate in the program (@ 50 students per semester). They were identified as follows: 1) second semester student; 2) academic probation (GPA under 2.0); 3) willing to sign a contract with the PASS office which spelled out the student's commitment to the program and the benefits to be derived from participation. 4) Further, students must not have been being served by other programs on campus for target populations.

The PASS office (now defunct) tracked student progress from the start (fall 1993). As of May 1996 data indicated that eleven of the thirty-four students in the first cohort (32.4%) were progressing toward graduation or had graduated. This represents a 19% increase over the historical average at the College.

**PURPOSE**

The project aimed at reducing the high percentage of failure experienced by academic probation students. These numbers are significant at CCC given the general academic characteristics of entering first-time students, our open-door admissions policy, and the nonsupportive environments from which many of our students hail. We hoped to change the course of many lives in our region and benefit the college concomitantly in increased retention rates.

**BACKGROUND and ORIGINS**

CCC services a three county area in upstate New York: Steuben, Chemung, and Schuyler counties. These are primarily rural areas but with industries such as Corning, Inc., Dresser-Rand, Toshiba, Cutler-Hammer, Kennedy Valve, and others located in the communities. The largest urban area is Elmira, a city of only 35,000. We typically enrol about 2150 full-time students and about 2800 part-time students. 80% of our new students are first generation college students with almost fifty percent having at least one parent who did not complete high school. Nearly 20% of the new full-time students are assessed with one or more academic deficiency (reading, writing, math). While there is certainly a corrolary in this fact to student failure, PASS students more often than not had no remedial classes. Clearly some other factors were operating that created obstacles to their success. The traditional prescription--reducing credit limits--was not working. Probationary students had a 13% success rate. The PASS program was devised in hopes of "saving" students who for a complex set of reasons were sinking into academic oblivion. If a solution could be found, a great service to a large number of needy people would be performed.

Who was involved?

Aside from the Millers, the Dean of the faculty, the office of Student Progress, the office of Employee Development, a representative from the Academic Standards committee, a professor of business administration (for MBO consulting), and an outside consultant for program development were involved in the early stages.

**PROJECT DESCRIPTION**

The foundation of our program was Management by Objective. Research by the Millers (see grant proposal) indicated that alienation, self-doubt, and a sense of hopelessness were primary factors contributing to the high dropout rate in first through third semester students.

Constant contact with PASS staff, individual attention, and a sense of group commitment were emphasized. Students were assigned to groups of about fifteen. Each group was coordinated and supervised by two MBO leaders working as a team. The groups met at least once every two weeks for activities, and individuals in the group were also required to meet privately with a group leader once every two weeks to review progress and problems. MBO leaders were recruited by the Millers for their experience in related academic and social problems and as much for their demonstrated regard for all students' successful college experience as anything else--in a word, personality. A mix of faculty and staff was desired and achieved. Students are somewhat stigmatized by "Counseling"; therefore, counselors per se were not recruited.

PASS staff: Director (Faculty) 3 hours released time
Facilitators (2--staff) @ $16,000/year each
Office work and ombudsmen
Consultant (1-2 staff) $2,250 stipend/year
MBO Leaders (8) $1,500 stipend each per year
Materials and supplies @ $3,000/year
Total grant: $256,000/3 years

The College picked up indirect costs for the first two years of the grant, provided an office, and purchased equipment (such as laptop computers for student use).

**EVALUATION/PROJECT RESULTS (see attached charts)**

What students learned

The most significant contribution to student success that the PASS program achieved was in the students' journey from despair to hope. Please refrain from an incredulous outburst while I continue.... Self-command, or internal locus of control, was the foremost goal for the program. Obviously the College could not hand-hold students through several semesters of school, nor did it want to. The PASS program was available to second semester students only, except that many students stayed on as peer tutors, mentors, etc. In short, we tried to put students' lives back into their own hands. To be able to handle that responsibility and not give up--that "failed again, oh well" syndrome--students were trained in time management, study skills, goal setting, personal and group communications, money management, etc., all in a friendly and relaxed environment. Students discovered that they could succeed despite obstacles however daunting. They discovered that they really belonged in college and that they could make it through if they focused on their goals and persevered. They discovered that college is not just for the privileged, the lucky, the "smart" kids who come from the best neighborhoods.

SUMMARY and CONCLUSIONS

There are two schools of thought regarding the academic success of students. They are not necessarily antithetical, but they can be adversarial. All professionals at the College want students to succeed--academically, and otherwise according to the individual student. To what degree should the College be involved with students regarding nonacademic problems? Some faculty would say little if any: family, home, job, social problems are not in their bailiwick. Let counselors handle it. Faculty have no expertise, they say typically, in these matters. Faculty can be reluctant to give any special considerations to students with problems (often very substantial) which interfere with their academic progress. We are not talking about academic standards; we are talking about accommodating students with specific needs which are not handicaps nor disabilities. Those needs were identified by the PASS office and addressed as well as could be by people there who took a personal interest in every student. If the problem required outside help for the student, we facilitated.

The PASS program is now defunct, though certain elements of it are currently included in a Student Success Model being considered by the College. There are two demons alurk on campus which could spell doom for the model. 1) Some faculty are adamantly against "mollycoddling" students who don't "have the right stuff." Indeed, some faculty are secretly gratified that clientele who don't fit their personal criteria for "college student" fail early and often: good riddance to them; they don't belong here anyway. 2) Programs or activities which demand extra effort in whatever form it takes, such as hiring staff, extra space, released time for faculty, stipends for extra duties, etc. tend to look more expensive than they are worth. Money is tight. If the activity doesn't translate to increased revenue, then in these hard academic times, it's not be considered viable.

We tried to show that over the long haul our program would produce money for the College through retention. We didn't operate long enough to have some long range statistical evidence to prove it. At the least, though, we saw some smiling faces cross the dais at graduation and we knew damn well they would not have been making that momentous journey if not for PASS.

# M E M O R A N D U M

To: Gunars Reimanis

From: Robert L. Kegebein III

Re: FIPSE Evaluation

Date: 10/10/96

Please find enclosed the latest evaluation of the FIPSE program. The data in this report are through the Spring of 1996.

Contact me at x211 if you have any questions.

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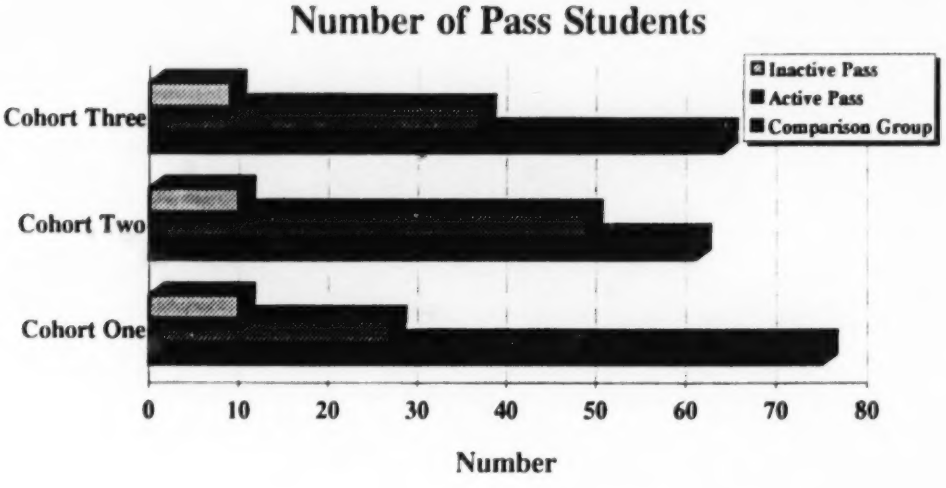
# PASS EVALUATION

## Cohorts One, Two and Three: Students Entering PASS in the Springs of 1994, 1995 and 1996

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Robert L. Kegebein III
Institutional Research
10/10/96

# EXECUTIVE SUMMARY

This report contains official data evaluating the PASS (Promoting Academic Student Success) or Fipse Program (Funding for the Improvement of Post-secondary Education). Currently there are three PASS cohorts. Cohort one was chosen in the Spring of 1994 and membership was based on student performance in the 1993 Fall semester. The second Cohort was chosen in the Spring of 1995 and membership was based on student performance in the 1994 Fall semester. Cohort three was chosen in the Spring of 1995 and membership was based on student performance in the 1995 Fall semester. The criterion for eligibility are as follows:

- the student had a **semester GPA** of less than 2.0
- the student was enrolled as a first-time, full-time student in the previous Fall semester
- the student was registered as a full-time student in the Spring semester
- the student was not a member if either PACE or SSSP
- the student was not a member of a Certificate Program or a program where the majority of classes are held off-campus (Criminal Justice and Auto Technology)

These selection criterion produced thirty-seven signed contracts in Cohort One, fifty-nine signed contracts in Cohort Two and forty-six signed contracts in cohort three. The inactivation of PASS students **(see Active/Inactive Pass Students under definitions)** resulted in a total of thirty-seven active PASS students in Cohort One at the end of Spring 1994, forty-nine active students in Cohort Two at the end of Spring 1995 and thirty-seven active Pass students at the end of Spring 1996.

## DEFINITIONS

### Active/Inactive Pass Students

**Active Pass Program Students** includes students who consistently participate in the program. **Inactivated PASS Program Students** include students who are no longer actively participating in the PASS Program. In essence, they are not meeting the obligations of the PASS contract. Inactivation may have been initiated by either PASS officials or the student. Students neglecting to attend PASS meetings or take advantage of PASS services are considered inactive. Table one gives details concerning Inactive PASS Students.

### Comparison Groups

Any student who met the criterion necessary for inclusion in the PASS Program, but declined the invitation were placed in the Control Group. Because this procedure is not random, used of the term Control Group will not be used in this report. Instead, the term **Comparison Group** will be used. Characteristics of the Comparison Groups and respective PASS Cohorts are given in table two.

## DEFINITIONS (continued)

### Grade Point Averages

The **Semester GPA** is used to make grade point average comparisons. If the Semester GPA is not available, then the Adjusted Grade Point Average is used.

### Probation/Separation

The data set with Probation and Separation statistics does not include retrospective data. Probation and Separation statistics were obtained from the Pass Program and from lists saved in the Academic Information Center.

### Retention

The tracking of the PASS Cohorts does not include either students readmitted to the college or inactivated PASS Program students. Readmitted students are students who **stop out** of the college and enter again one or more semesters later. Inactive PASS Program students are those participants who do not report to any of the PASS meetings or utilize any of the services provided by PASS (see Active/Inactive PASS students below for further details).

Table one below gives data about PASS students who became inactive during their first semester in the program. A total of twenty-nine students from the three cohorts have either quit or been dropped from the program. Ten of these students were from Cohort One, ten were from Cohort Two and nine were from Cohort Three. A total of three students were inactivated in their first week of the program, six in the fifth week, four in the sixth week, two in the seventh, five in the eighth week, one in the ninth week, three in the tenth week and two in the eleventh week.

**Table One**

**PASS Participation Inactivation Data**

| Cohort Entering | Week Inactivated | # | Who Inactivated Student | Reason for Inactivation of Student |
|---|---|---|---|---|
| **Spring 1994** | 1st | 2 | • Both students quit PASS. | • Both students dropped to part-time. |
| | 6th | 2 | • *Both students unofficially quit PASS. | • Neither student attended PASS meetings. |
| | 8th | 3 | • All three students withdrew from college. | • All three students withdrew from the college. |
| | 10th | 1 | • Student quit PASS. | • Student dropped to part-time. |
| | 11th | 2 | • Student quit PASS. | • Student withdrew from the college. |
| **Spring 1995** | 1st | 1 | • Student quit PASS. | • Student dropped to part-time. |
| | 5th | 6 | • One students was dropped by PASS.<br>-Five students quit PASS. | • One student dropped by PASS had refused 17 hour commitment.<br>-Three students did not attend PASS meetings.<br>-One student dropped to part-time.<br>-One student needed more time to work. |
| | 6th | 2 | • Both students quit PASS. | • Both students did not attend PASS meetings. |
| | 9th | 1 | • Student quit PASS. | • Student did not feel a need for the program any longer. |
| **Spring 1996** | 7th | 2 | • Students quit PASS | • Both students dropped to part-time |
| | 8th | 2 | • Students quit PASS | • Both students withdrew from the college |
| | 10th | 2 | • Students quit PASS | • Both students withdrew form college |
| | No Date | 3 | • All three students quit PASS | • Two students gave no reason; one dropped to part-time |

***Unofficial quits = students who do not attend any PASS meetings or utilize any PASS services.**



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Table two below gives descriptive date of the PASS cohorts and their respective comparison groups. Five characteristics are measured:

- high school average
- average hours taken in the semester prior to enrollment in the PASS Program
- average GPA in the semester prior to enrollment in the PASS Program
- male/female ratio in the semester prior to enrollment in the PASS Program
- average age in the semester prior to enrollment in the PASS Program

As shown, the three cohorts are very similar to their respecitve comparison groups on each of the five characteristics.

## Table Two

### Characteristics of Both PASS Cohorts and Their Respective Comparison Groups

| Cohort Entering | Characteristic | GROUP PASS | GROUP Comparison |
|---|---|---|---|
| **Spring 1994** | | | |
| | *High School Average* | *69.99* | *70.21* |
| | *Average Load Hours Taken in the Fall 1993* | *14.00* | *14.40* |
| | *Average GPA in the Fall of 1993* | *1.439* | *1.475* |
| | *Male/Female Ratio in the Fall 1993* | *9/18 (1:2)* | *43/32 (approx 1:1)* |
| | *Average Age in the Fall of 1993* | *23* | *23* |
| **Spring 1995** | | | |
| | *High School Average* | *68.42* | *72.54* |
| | *Average Load Hours Taken in the Fall 1994* | *14.70* | *14.40* |
| | *Average GPA in the Fall of 1994* | *1.328* | *1.421* |
| | *Male/Female Ratio in the Fall 1994* | *26/23 (approx 1:1)* | *30/31 (approx 1:1)* |
| | *Average Age in the Fall of 1994* | *21* | *21* |
| **Spring 1996** | | | |
| | *High School Average* | *65.68* | *67.63* |
| | *Average Load Hours Taken in the Fall 1994* | *14.5* | *14.4* |
| | *Average GPA in the Fall of 1994* | *1.512* | *1.480* |
| | *Male/Female Ratio in the Fall 1994* | *30/16 (approx 2:1)* | *32/30 (approx 1:1)* |
| | *Average Age in the Fall of 1994* | *20* | *20* |

Tables three and four below compare GPA's and retention of each cohort to their respective comparison group. As shown, there is little difference in GPA's between the Pass cohorts and respective comparison groups.

## Table Three

### GPA and Load Hour Comparison

| | | RETENTION AND GPA DATA | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Date | Date | Fall 1993 | | | Spring 1994 | | | Fall 1994 | | | Spring 1995 | | | Fall 1995 | | | Spring 1996 | | |
| Entered CCC | Entered PASS | # | Avg | Lhrs | # | Avg | Lhrs | # | Avg | Lhrs | # | Avg | Lhrs | # | Avg | Lhrs | # | Avg | Lhrs |
| Fall 1993 | Spring 1994 | | | | | | | | | | | | | | | | | | |
| | Active | 27 | 1.37 | 12.1 | 26 | 1.51 | 13.3 | 20 | 1.76 | 13.4 | 15 | 2.23 | 12.4 | 10 | 2.12 | 12.7 | 07 | 1.97 | 9.2 |
| | Inactive | 10 | 1.12 | 11.5 | 09 | 1.42 | 11.7 | 03 | 1.49 | 12.8 | 03 | 1.85 | 15.0 | 02 | 2.45 | 12.0 | 02 | 2.19 | 12.3 |
| | Comparison | 75 | 1.41 | 11.7 | 74 | 1.37 | 12.3 | 46 | 1.61 | 12.6 | 34 | 1.90 | 11.6 | 25 | 1.98 | 12.1 | 22 | 2.19 | 13.2 |
| Fall 1994 | Spring 1995 | | | | | | | | | | | | | | | | | | |
| | Active | --- | --- | --- | --- | --- | --- | 49 | 1.30 | 13.0 | 49 | 1.61 | 13.7 | 33 | 1.72 | 12.2 | 29 | 2.05 | 13.0 |
| | Inactive | --- | --- | --- | --- | --- | --- | 10 | .924 | 12.6 | 06 | .833 | 8.60 | 07 | 1.32 | 11.4 | 07 | 1.89 | 11.8 |
| | Comparison | --- | --- | --- | --- | --- | --- | 61 | 1.39 | 12.4 | 48 | 1.46 | 12.0 | 26 | 1.77 | 12.1 | 27 | 2.06 | 11.3 |
| Fall 1995 | Spring 1996 | | | | | | | | | | | | | | | | | | |
| | Active | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 37 | 1.61 | 14.6 | 36 | 1.73 | 14.4 |
| | Inactive | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 09 | 1.09 | 14.0 | 08 | 1.14 | 10.4 |
| | Comparison | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 62 | 1.48 | 14.4 | 49 | 1.68 | 12.1 |

**Table Four**

## Retention Comparison

| | Fall 1993 | | Spring 1994 | | Fall 1994 | | Spring 1995 | | Fall 1995 | | Spring 1996 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % Ret | # | % Ret | # | % Ret | # | % Ret | # | % Ret | # | % Ret |
| **Cohort Entering Spring 1994** | | | | | | | | | | | | |
| PASS | | | | | | | | | | | | |
| Active | 27 | -- | 26 | -- | 20 | 76 | 15 | 57 | 10 | 38 | 7 | 27 |
| Inactive | 10 | -- | 10 | -- | 03 | 30 | 03 | 30 | 02 | 20 | 1 | 10 |
| Comparison | 75 | -- | 74 | -- | 46 | 62 | 34 | 45 | 25 | 33 | 18 | 24 |
| **Spring 1995** | | | | | | | | | | | | |
| PASS | | | | | | | | | | | | |
| Active | -- | -- | -- | -- | 49 | -- | 49 | -- | 32 | 65 | 26 | 53 |
| Inactive | -- | -- | -- | -- | 10 | -- | 06 | -- | 05 | 83 | 5 | 83 |
| Comparison | -- | -- | -- | -- | 61 | -- | 48 | -- | 26 | 54 | 20 | 42 |
| **Spring 1996** | | | | | | | | | | | | |
| PASS | | | | | | | | | | | | |
| Active | -- | -- | -- | -- | -- | -- | -- | -- | 37 | -- | 35 | 95 |
| Inactive | -- | -- | -- | -- | -- | -- | -- | -- | 9 | -- | 5 | 56 |
| Comparison | -- | -- | -- | -- | -- | -- | -- | -- | 62 | - | 49 | 79 |

Table five gives a comparison between each Cohort and their respective comparison groups. Also, data are given on Inactive PASS students. As shown, twenty-six percent or seven of the initial active students from cohort one have graduated. Twenty percent or two inactive students from the same cohort have also graduated. Twelve percent or nine students from the cohort one comparison group have graudated.

Cohort two has seen six percent or three active PASS students and no inactive students graduate. Three students or six percent of the comparison group has graduated. There have been no graduates for any group in cohort three.

## Table Five

### Graduate Comparison

| | FALL 1993 | | | SPRING 1994 | | | FALL 1994 | | | SPRING 1995 | | | FALL 1995 | | | SPRING 1996 | | | Total Graduates | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Grads | | | Grads | | | Grads | | | Grads | | | Grads | | | Grads | | | | |
| Cohort Entering | Reg | # | % | Reg | # | % | Reg | # | % | Reg | # | % | Reg | # | % | Reg | # | % | N | % |
| **Spring 1994** | | | | | | | | | | | | | | | | | | | | |
| **PASS** | | | | | | | | | | | | | | | | | | | | |
| Active | 27 | 00 | 00 | 26 | 00 | 00 | 20 | 00 | 00 | 15 | 00 | 00 | 10 | 00 | 00 | 07 | 07 | 26 | 07 | 26 |
| Inactive | 10 | 00 | 00 | 10 | 00 | 00 | 03 | 00 | 00 | 03 | 00 | 00 | 02 | 00 | 00 | 01 | 02 | 20 | 02 | 20 |
| Comparison | 75 | 00 | 00 | 74 | 02 | 02 | 46 | 00 | 00 | 34 | 00 | 00 | 25 | 00 | 00 | 18 | 07 | 10 | 09 | 12 |
| **Spring 1995** | | | | | | | | | | | | | | | | | | | | |
| **PASS** | | | | | | | | | | | | | | | | | | | | |
| Active | -- | -- | -- | -- | -- | -- | 49 | 00 | 00 | 49 | 00 | 00 | 32 | 00 | 00 | 26 | 03 | 06 | 03 | 06 |
| Inactive | -- | -- | -- | -- | -- | -- | 10 | 00 | 00 | 06 | 00 | 00 | 05 | 00 | 00 | 05 | 00 | 00 | 00 | 00 |
| Comparison | -- | -- | -- | -- | -- | -- | 61 | 00 | 00 | 48 | 00 | 00 | 26 | 00 | 00 | 20 | 03 | 06 | 03 | 06 |
| **Spring 1996** | | | | | | | | | | | | | | | | | | | | |
| **PASS** | | | | | | | | | | | | | | | | | | | | |
| Active | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 37 | 00 | 00 | 35 | 00 | 00 | 00 | 00 |
| Inactive | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 09 | 00 | 00 | 05 | 00 | 00 | 00 | 00 |
| Comparison | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 62 | 00 | 00 | 49 | 00 | 00 | 00 | 00 |

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**Table Six**

## Probation and Serparation Comparison

| | Spring 1994 | | | | | Fall 1994 | | | | | Spring 1995 | | | | | Fall 1995 | | | | | Spring 1996 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Prob | | Sep | | | Prob | | Sep | | | Prob | | Sep | | | Prob | | Sep | | | Prob | | Sep | |
| Cohort Entering: | Reg | N | % | N | % | Reg | N | % | N | % | Reg | N | % | N | % | Reg | N | % | N | % | Reg | N | % | N | % |
| **Spring 1994** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pass | | | | | | | | | | | | | | | | | | | | | | | | | |
| Active | 26 | 14 | 54 | 02 | 08 | 20 | 10 | 50 | 03 | 30 | 15 | 05 | 33 | 01 | 06 | 10 | 03 | 30 | 00 | 00 | 07 | 03 | 43 | 00 | 00 |
| Inact | 09 | 06 | 66 | 00 | 00 | 03 | 01 | 33 | 00 | 00 | 03 | 00 | 00 | 01 | 33 | 02 | 01 | 50 | 00 | 00 | 01 | 01 | 100 | 00 | 00 |
| Comp | 74 | 49 | 66 | 11 | 15 | 46 | 21 | 46 | 11 | 24 | 34 | 13 | 38 | 04 | 12 | 25 | 07 | 28 | 01 | 04 | 18 | 03 | 17 | 00 | 00 |
| **Spring 1995** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pass | | | | | | | | | | | | | | | | | | | | | | | | | |
| Active | --- | --- | --- | --- | --- | --- | --- | --- | --- | -- | 49 | 35 | 71 | 04 | 08 | 33 | 21 | 64 | 01 | 03 | 26 | 13 | 50 | 01 | 07 |
| Inact | --- | --- | --- | --- | --- | --- | --- | --- | --- | -- | 06 | 05 | 83 | 00 | 00 | 05 | 03 | 60 | 00 | 00 | 05 | 03 | 60 | 00 | 00 |
| Comp | --- | --- | --- | --- | --- | --- | --- | --- | --- | -- | 48 | 31 | 65 | 05 | 10 | 26 | 16 | 62 | 01 | 04 | 20 | 07 | 35 | 01 | 05 |
| **Spring 1996** | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pass | | | | | | | | | | | | | | | | | | | | | | | | | |
| Active | --- | --- | --- | --- | --- | --- | --- | --- | --- | -- | --- | --- | --- | --- | -- | 37 | 16 | 43 | 01 | 03 | 35 | 07 | 20 | 01 | 03 |
| Inact | --- | --- | --- | --- | --- | --- | --- | --- | --- | -- | --- | --- | --- | --- | -- | 09 | 00 | 00 | 00 | 00 | 05 | 05 | 100 | 00 | 00 |
| Comp | --- | --- | --- | --- | --- | --- | --- | --- | --- | -- | --- | --- | --- | --- | -- | 62 | 00 | 00 | 00 | 00 | 49 | 48 | 98 | 00 | 00 |

# PASS SURVEY DATA RESULTS
# COHORTS ENTERING SPRING 1994, SPRING 1995 and SPRING 1996

Three surveys (Anomie, Self-concept of Academic Ability and Internal Locus of Control) were administered to each PASS cohort prior to the intervention. A post-test was conducted after the cohorts first semester in the program. T-tests were conducted on each survey to determine the effects of the intervention. Table seven below gives the results.

| Cohort Entering | Fall 1993 N | Fall 1993 Mean | Spring 1994 N | Spring 1994 Mean | Fall 1994 N | Fall 1994 Mean | Spring 1995 N | Spring 1995 Mean | Fall 1995 N | Fall 1995 Mean | Spring 1996 N | Spring 1996 Mean | T-Test |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Spring 1994** | | | | | | | | | | | | | |
| **Scale** | | | | | | | | | | | | | |
| ***Internal Locus of Control** | | | | | | | | | | | | | |
| **Personal Control** | 22 | 2.400 | 07 | 2.000 | -- | -------- | -- | --------- | -- | -------- | ----- | -------- | .24 |
| **Control Ideology** | 22 | 6.220 | 07 | 5.000 | -- | -------- | -- | --------- | -- | -------- | ----- | -------- | 1.52 |
| **Systems Control** | 22 | 2.040 | 07 | 1.430 | -- | -------- | -- | --------- | -- | -------- | ----- | -------- | 1.04 |
| **Total Mean** | 22 | 10.95 | 07 | 9.710 | -- | -------- | -- | --------- | -- | -------- | ----- | -------- | 1.16 |
| ****Anomie** | 22 | 10.54 | 07 | 11.57 | -- | -------- | -- | --------- | -- | -------- | ----- | -------- | .79 |
| *****Self-concept of Academic Ability** | 22 | 22.68 | 07 | 22.29 | -- | -------- | -- | --------- | -- | -------- | ----- | -------- | 1.53 |
| **Spring 1995** | | | | | | | | | | | | | |
| **Scale** | | | | | | | | | | | | | |
| ***Internal Locus of Control** | | | | | | | | | | | | | |
| **Personal Control** | -- | -------- | -- | --------- | 49 | 5.580 | 24 | 3.791 | -- | -------- | ----- | -------- | 5.58** |
| **Control Ideology** | -- | -------- | -- | --------- | 49 | 6.590 | 24 | 7.582 | -- | -------- | ----- | -------- | 2.20* |
| **Systems Control** | -- | -------- | -- | --------- | 49 | 2.001 | 24 | 2.381 | -- | -------- | ----- | -------- | 1.35 |
| **Total Mean** | -- | -------- | -- | --------- | 49 | 11.96 | 24 | 14.25 | -- | -------- | ----- | -------- | 3.20** |
| ****Anomie** | -- | -------- | -- | --------- | 49 | 10.56 | 24 | 9.781 | -- | -------- | ----- | -------- | 1.05 |
| *****Self-concept of Academic Ability** | -- | -------- | -- | --------- | 49 | 37.00 | 24 | 22.00 | -- | -------- | ----- | -------- | 5.00** |
| **Spring 1996** | | | | | | | | | | | | | |
| **Scale** | | | | | | | | | | | | | |
| **Internal Locus of Control** | | | | | | | | | | | | | |
| **Personal Control** | -- | -------- | -- | --------- | -- | -------- | -- | --------- | 36 | 2.65 | No Data | | -- |
| **Control Ideology** | -- | -------- | -- | --------- | -- | -------- | -- | --------- | 36 | 6.94 | No Data | | -- |
| **Systems Control** | -- | -------- | -- | --------- | -- | -------- | -- | --------- | 36 | 1.91 | No Data | | -- |
| **Total Mean** | -- | -------- | -- | --------- | -- | -------- | -- | --------- | 36 | 12.4 | No Data | | -- |
| **Anomie** | -- | -------- | -- | --------- | -- | -------- | -- | --------- | 36 | 10.6 | No Data | | -- |
| **Self-concept of Academic Ability** | -- | -------- | -- | --------- | -- | -------- | -- | --------- | 36 | 21.2 | No Data | | -- |

***p < .05; **P < .01; ***The higher the score, the more internality; ***The higher the score, the more internality; ****The higher the score, the Anomic the feelings; ***** The lower the score, the more confidence in academic ability.**

**RLK III**
**Institutional Research**
**10/9/96**

24



25

# UNOFFICIAL PASS PROGRAM STATISTICS



**MAY 1996**

| COHORT 1 SPRING '94 | PASS | | CONTROL | |
|---|---|---|---|---|
| Original Number of Students | 34 | | 78 | |
| | # | % | # | % |
| Students Registered - 9/95 | 14 | 41.2% | 27 | 35.6% |
| Full-time | 12 | 35.3% | 19 | 24.4% |
| Part-time | 2 | 5.9% | 8 | 10.3% |
| GPA 2.0 or ↑ for semester | 11 of 14 | 78.6% | 18 of 27 | 66.7% |
| Students Registered - 1/96 | 12 | 35.3% | 21 | 26.9% |
| Full-time | 8 | 23.5% | 16 | 20.5% |
| Part-time | 4 | 11.8% | 5 | 6.4% |
| GPA 2.0 or ↑- for semester | of 12 | | of 21 | |
| Students Pending Graduation 5/19/96 | 11 | 32.4% | 12 | 15.4% |

| COHORT 3 SPRING '96 | PASS | | CONTROL | |
|---|---|---|---|---|
| Original Number of Students | 45 | | 61 | |
| | # | % | # | % |
| GPA 2.0 or ↑- for semester | of 45 | | of 61 | |
| Students Registered - 9/96 | 30 | 66.7% | 33 | 54.1% |
| Full-time | 29 | 64.4% | 26 | 42.6% |
| Part-time | 1 | 2.2% | 7 | 11.5% |



| COHORT 2 SPRING '95 | PASS | | CONTROL | |
|---|---|---|---|---|
| Original Number of Students | 54 | | 68 | |
| | # | % | # | % |
| Students Registered - 9/95 | 35 | 64.8% | 36 | 52.9% |
| Full-time | 29 | 53.7% | 27 | 39.7% |
| Part-time | 6 | 11.1% | 9 | 13.2% |
| GPA 2.0 or ↑- for semester | 16 of 35 | 45.7% | 16* of 36 | 44.4%* |
| Students Registered - 1/96 | 31 | 57.4% | 31 | 45.6% |
| Full-time | 25 | 46.3% | 19 | 27.9% |
| Part-time | 6 | 11.1% | 12 | 17.6% |
| GPA 2.0 or ↑- for semester | of | | of | |
| Students Registered - 9/96 | 15 | 27.8% | 18** | 26.5% |
| Full-time | 13 | 24.1% | 13*** | 19.1% |
| Part-time | 2 | 3.7% | 5**** | 7.4% |

*4 of these students originally signed contracts with the PASS Program.
**5 students originally signed contracts
***3 students originally signed contracts
****2 students originally signed contracts

# PASS

*"Promoting Academic Student Success"*

# The PASS Program

**Our efforts depart from**

***"the time-honored cure of credit reduction***

***for those in academic jeopardy"***

**by <u>immersing</u> probationary students into**

**the academic environment each year.**





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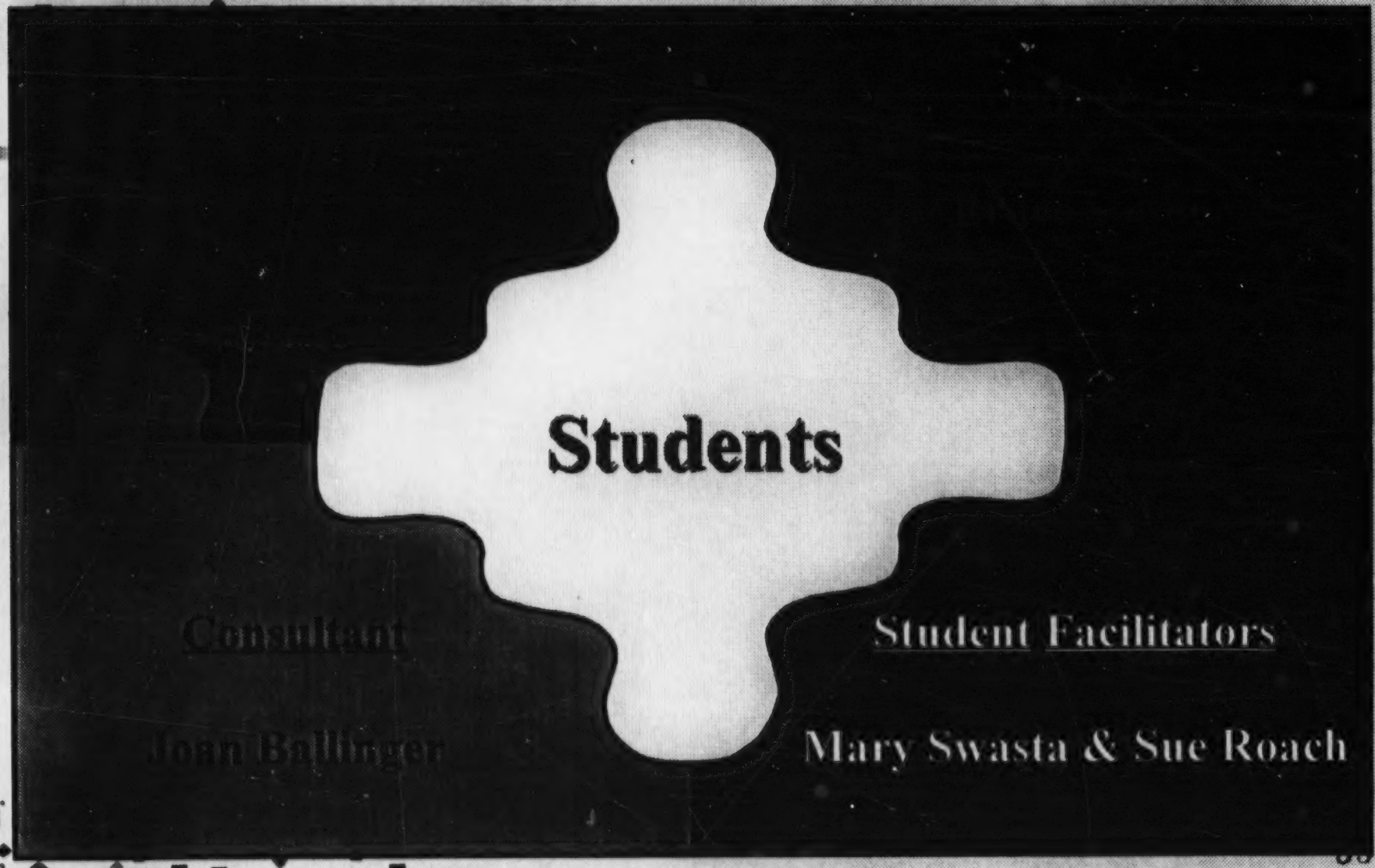
# PASS MBO STRUCTURE



# PASS GROUPS

- ★ The Leaders are paired up.
- ★ Students are assigned to a Group.
- ★ Groups meet biweekly for 1½ hours.
- ★ On alternate weeks students meet individually with their Leaders.





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# PASS GROUP MEETINGS

A menu for Group meetings may include:

- ★Personal/Social Problems
- ★Study Techniques
- ★Cognitive Mapping
- ★Time Management
- ★Career Planning

*Group consensus prioritizes the topics.*





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# PASS NETWORKING

★*Topics outside the Leaders' scope provide the opportunity to introduce other College personnel.*

★*The PASS students thereby learn how to use existing College expertise and support systems.*





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# PASS CONCEPT

***This system:***

- ***★Empowers the Student***
- ***★Improves Attendance***
- ***★Helps to Ensure That Matters of Real Need Are Addressed***





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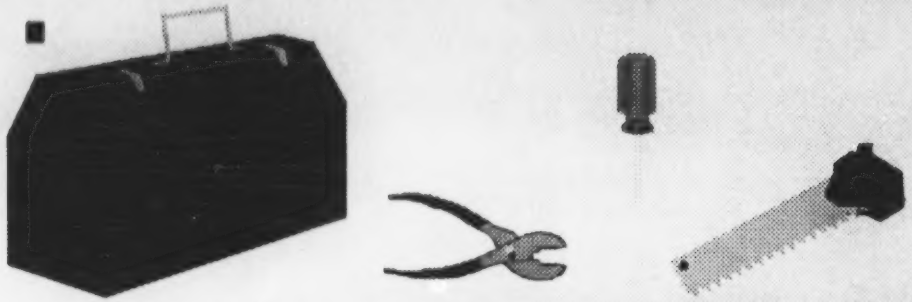
# PASS TOOLS



***Individual Student/Leader meetings offer tools for success through:***

- ★Goal Setting
- ★Action Planning
- ★Collaborative Problem Solving
- ★Progress Assessment





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# The PASS Program

**Our objective is to reverse the prevailing failure rates of academic probation students.**





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# . . . AND

# IT'S

# -

# WORKING!!



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# LEGEND

- ***COHORT 1: THOSE STUDENTS ELIGIBLE FOR THE PASS PROGRAM-SPRING 1994.***
- ***COHORT 2: THOSE STUDENTS ELIGIBLE FOR THE PASS PROGRAM-SPRING 1995.***

**DESIGNATES A STATISTICALLY SIGNIFICANT DIFFERENCE.**

- ***CONTROL GROUP: THOSE STUDENTS WHO ARE ELIGIBLE BUT CHOOSE NOT TO JOIN THE PROGRAM.***
- ***PASS GROUP: THOSE STUDENTS WHO JOINED THE PROGRAM.***

# COHORT 2 Make Up

- ★ *PASS*
  - *25 Females 46%*
  - *29 Males 54%*
  - *85% 19-20 yr. olds*
- ★ *Control*
  - *37 Females 54 %*
  - *31 Males 46%*
  - *84% 19-20 yrs. olds*

# COHORT 2 Make Up

- ★ *PASS*
  - *25 Females 46%*
  - *29 Males 54%*
  - *85% 19-20 yr. olds*
- ★ *Control*
  - *37 Females 54 %*
  - *31 Males 46%*
  - *84% 19-20 yrs. olds*

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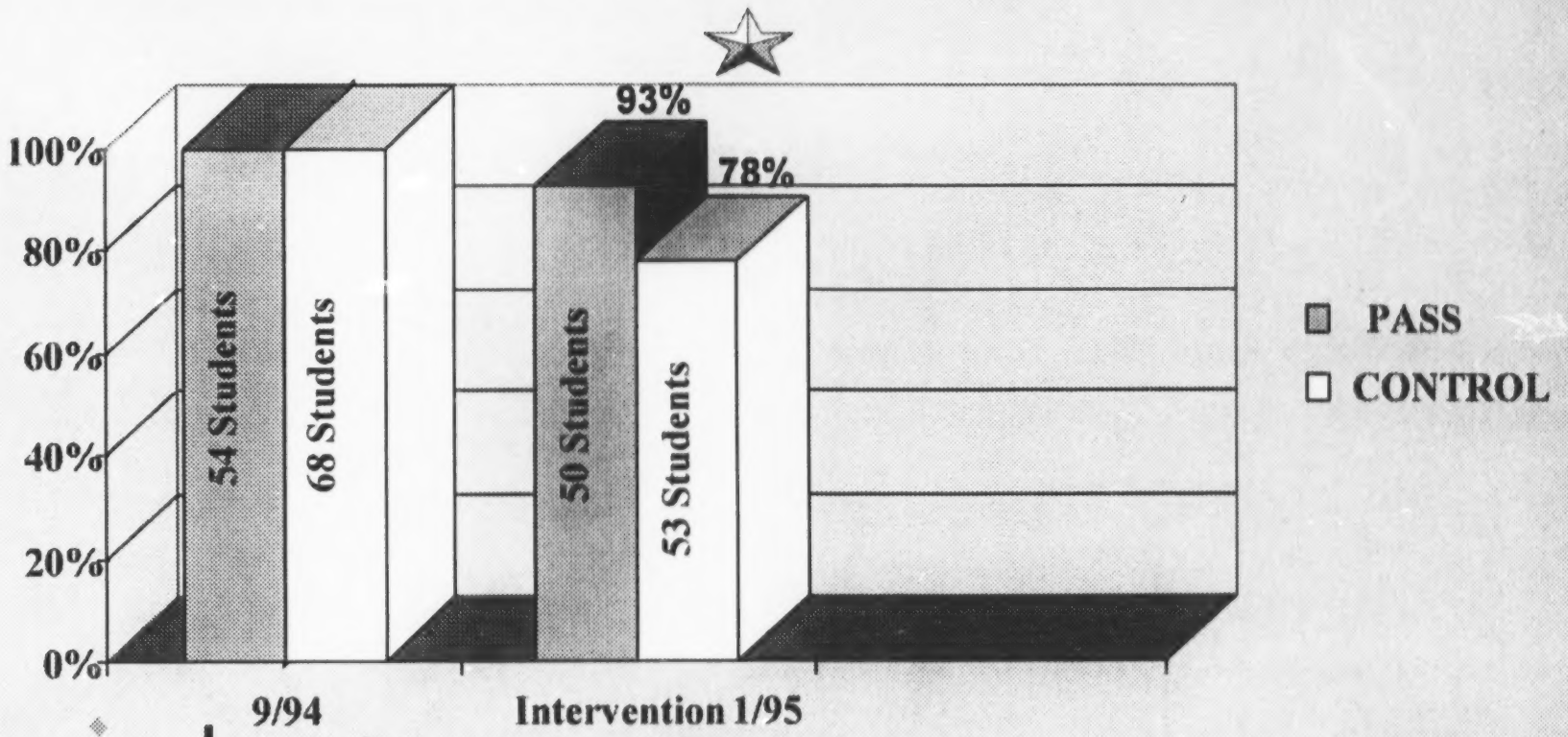
# COHORT 2
# Retention Stats



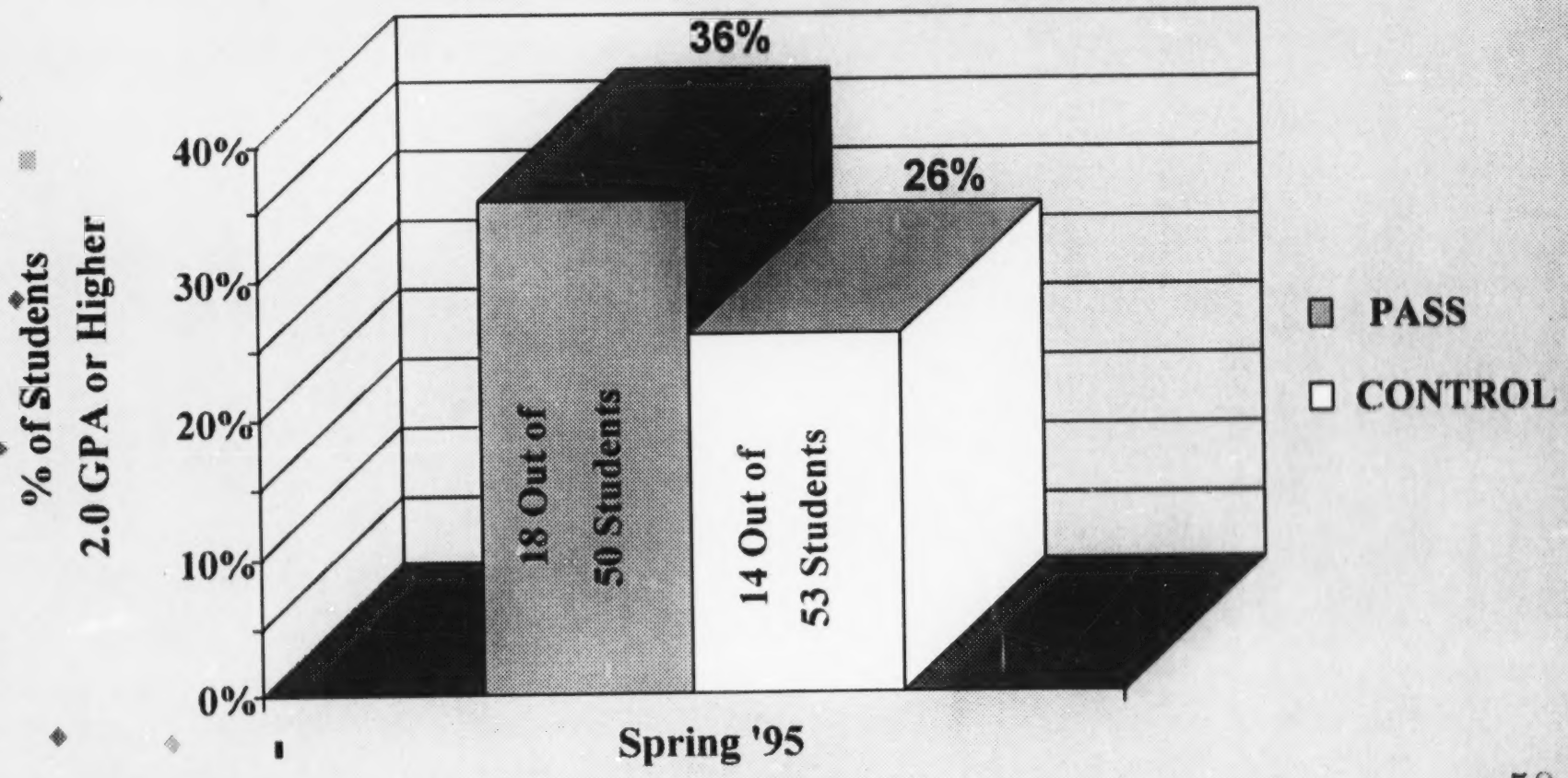
# COHORT 2
# Retention Stats

## *FALL '95*

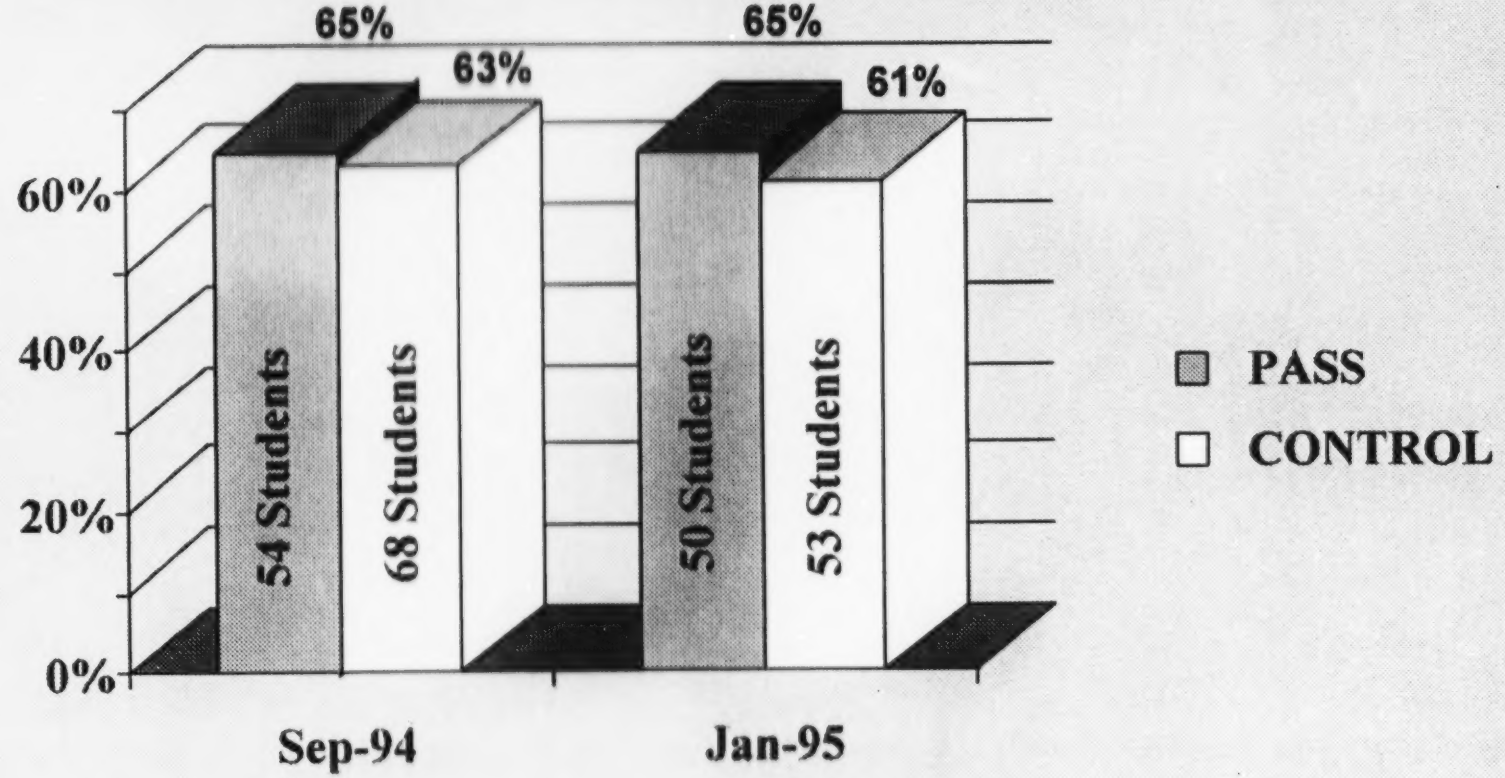
## PASS Group 70%

## Control Group 59%

# COHORT 2
# 2.0 GPA or Higher



# COHORT 2
## Credit Hours Earned



# COHORT 1 Make Up

- ★ *PASS*
  - *– 25 Females 73%*
  - *– 9 Males 27%*
  - *– 82% - 19-20 yr. olds*
- ★ *Control*
  - *– 33 Females 42%*
  - *– 45 Males 58%*
  - *– 80% - 19-20 yrs. olds*



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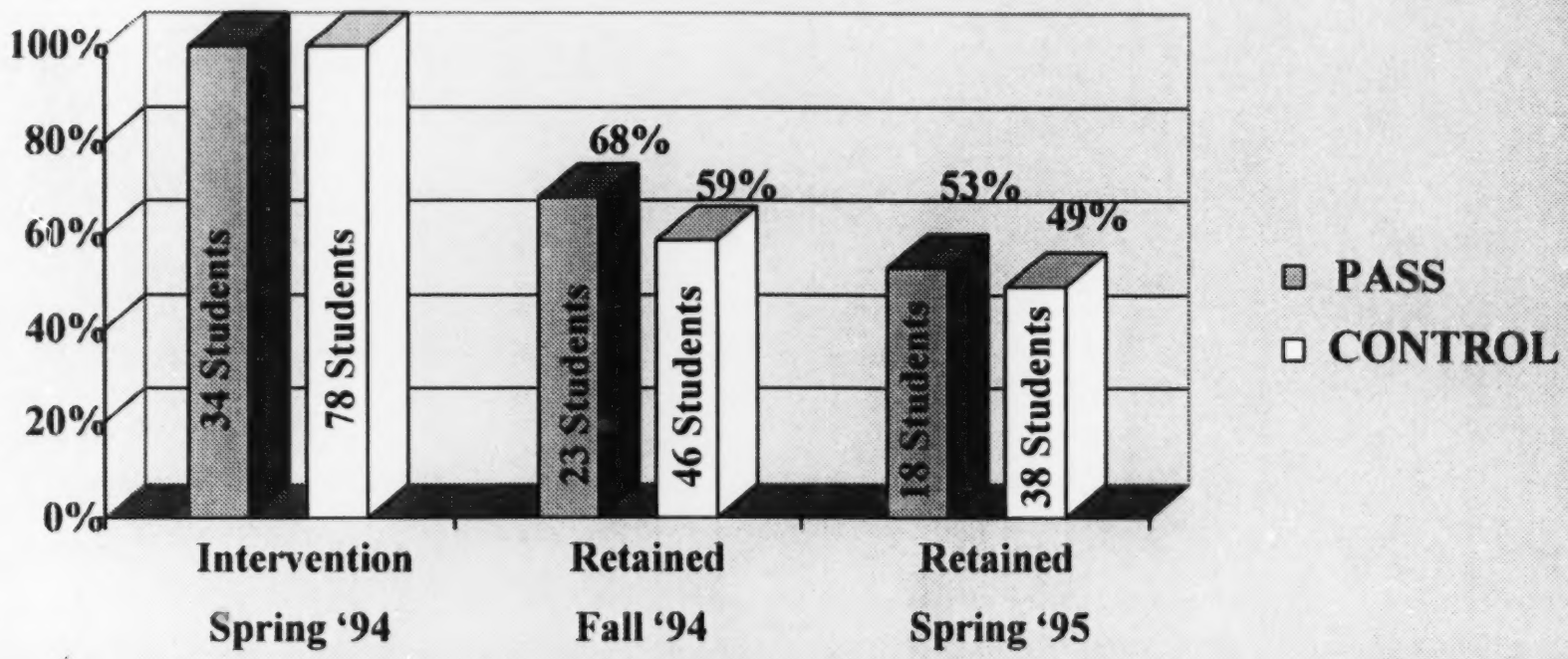
# COHORT 1
# RETENTION STATS

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# COHORT 1
# Retention Stats

## *FALL '95*

## PASS Group 37%

## Control Group 37%



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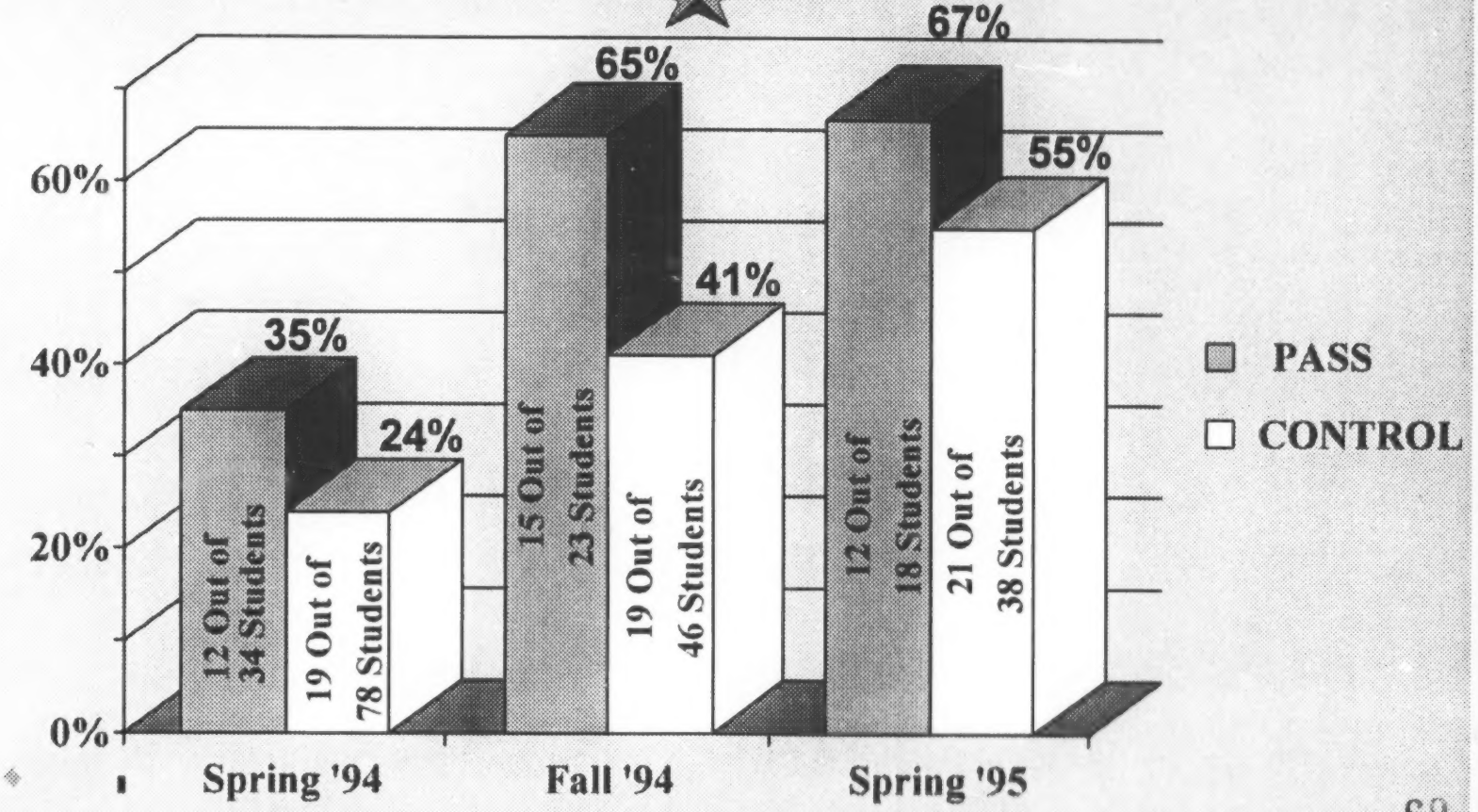
# COHORT 1
# 2.0 GPA or Higher



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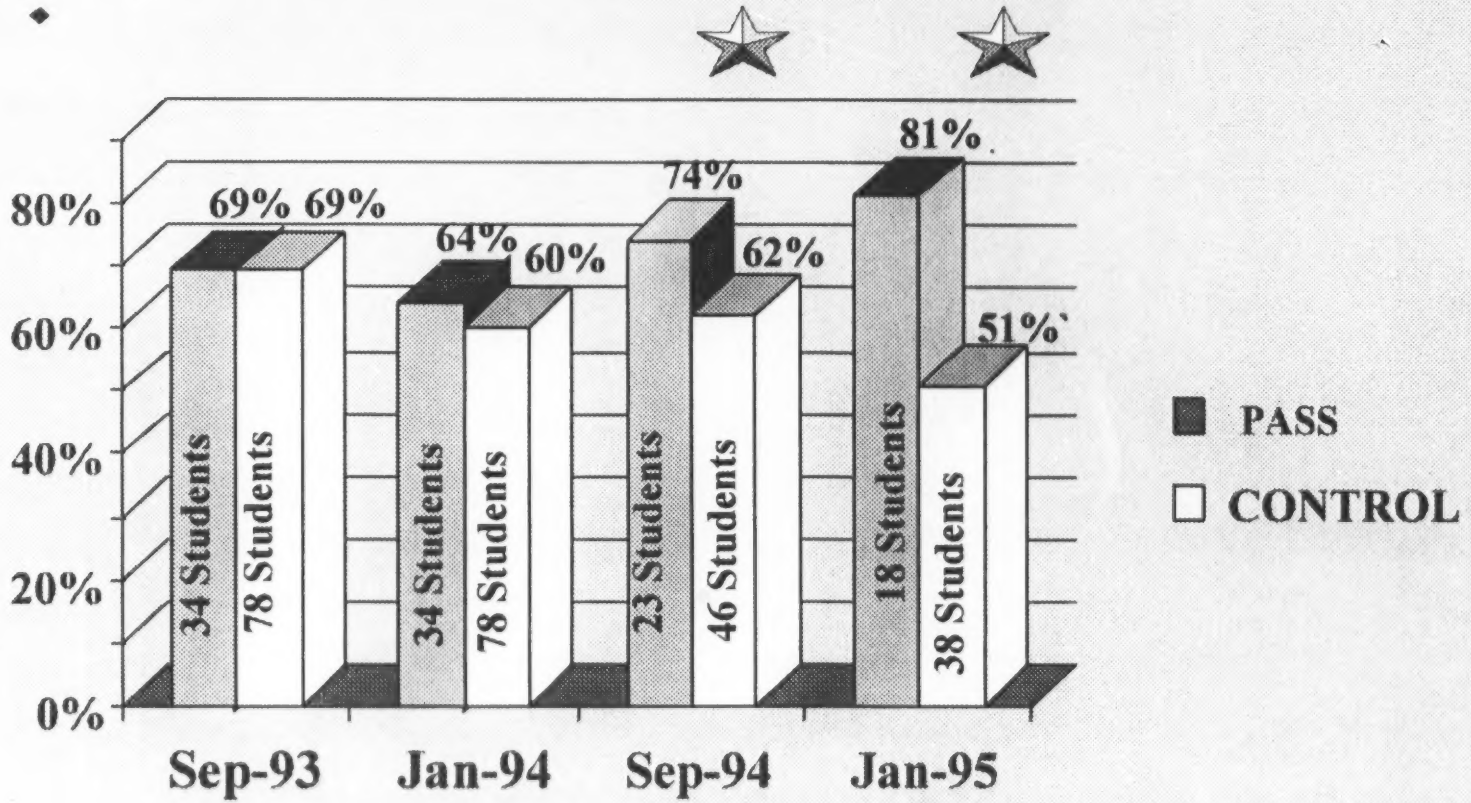
# COHORT 1
# Credit Hours Earned





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# RECOMMENDATIONS

★*Fund the PASS Program Institutionally At or About the Current Level.*

---

## STATISTICAL EVIDENCE INDICATES

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**The Program Will Generate Sufficient FTE'S to Pay for Itself in Retention of Students.**

# RECOMMENDATIONS

★ *PASS Staffing Practice Will Encourage Faculty Participation.*

---

*Students React More Positively to Faculty Leadership and Appreciate Increased Contact With Faculty.*





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# RECOMMENDATIONS

★*Retain the Group Leaders and the Group Concept.*

**IN OUR EXPERIENCE**

*Students in groups interact better, form communities, and support each other.*

**OUR STUDENT SURVEYS INDICATE**

*Students believe group meetings are the most helpful and enjoyable element of the program.*



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# RECOMMENDATIONS

★*Expand the PASS Program.*

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INFORMATION FROM THE RETENTION TEAM VERIFIES

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***Standard procedures practiced by the PASS program promote student retention.***





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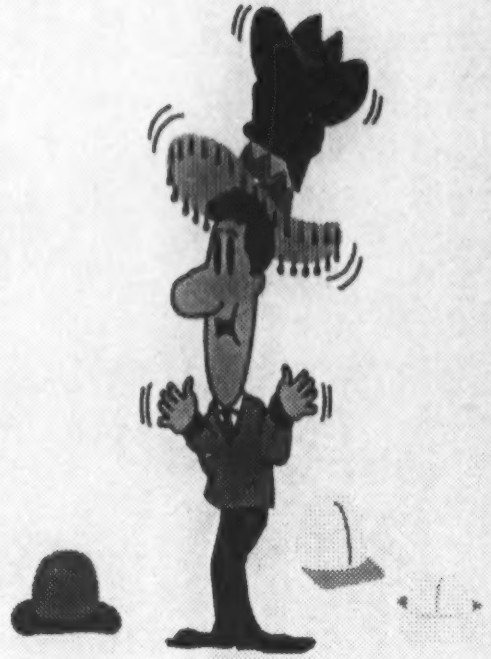
# RECOMMENDATIONS

★ *The Student Facilitators' Duties and Responsibilities Could Be Expanded to Include Implementation of Other Strategies and Methods Identified by the Retention Team in Concert With PASS Leaders.*







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# RECOMMENDATIONS

★ *An Option for the College Would Be to Continue the Program for 3 More Years*

**and**

★ *Continue to Monitor Retention Rates and Academic Progress of Participants.*



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# RECOMMENDATIONS

***NOTE: At This Time the PASS Program:***

**SHOULD NOT BE INTEGRATED INTO THE COLLEGE CURRICULUM AS A CREDIT-BEARING COURSE**

**SHOULD NOT BE MANDATORY FOR PROBATIONARY STUDENTS.**

***We feel that voluntary participation by students promotes student involvement and creates positive attitudes.***



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